

**Texas Education Agency  
Standard Application System (SAS)**

**2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5**

<b>Program authority:</b>	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period</b>	February 1, 2017, to July 31, 2020, pending future federal allocations	
<b>Application deadline:</b>	5:00 p.m. Central Time, September 15, 2016	
<b>Submittal information:</b>	<p>Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</p>	Place date stamp here. 2016 SEP 29 PM 12:33 Received Texas Education Agency
<b>Contact information:</b>	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

**Schedule #1—General Information**

<b>Part 1: Applicant Information</b>				
Organization name	County-District #	Campus name/#	Amendment #	
La Villa ISD	108914	Jose Bernabe Munoz Elementary		
Vendor ID #	ESC Region #			DUNS #
74-6011562	01			023571698
Mailing address		City	State	ZIP Code
P.O. Box 9		La Villa	TX	78562-0009
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Dr. Jose	A.	Cervantes	Superintendent	
Telephone #	Email address		FAX #	
956-262-4755	jacervantes@lavillaisd.org		956-262-7323	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Monica		Mata	Business Manager	
Telephone #	Email address		FAX #	
965-262-4755	mmata@lavillaisd.org		956-262-7323	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Jose	A.	Cervantes	Superintendent
Telephone #	Email address		FAX #
956-262-4755	jacervantes@lavillaisd.org		956-262-7323
Signature (blue ink preferred)			Date signed

*Dr. Jose A. Cervantes* 9/28/16

Only the legally responsible party may sign this application.

701-16-105-027

**Schedule #1—General Information**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: <ol style="list-style-type: none"> <li>1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable.</li> <li>2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions.</li> <li>3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding.</li> <li>5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.</li> </ol>
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the <b>Transformation Model</b> , the campus will meet all of the following federal requirements: <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> <li>i. Take into account data on <b>student growth</b> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>ii. Uses the definition of <b>student growth</b> as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</li> </ol> </li> </ol> </li> </ol>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

	<p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and create community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <ol style="list-style-type: none"> <li>Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</li> <li>Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</li> <li>Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</li> </ol> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Texas State-Design Model</b>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <b>Early College High School (ECHS)</b>. By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:</p> <ul style="list-style-type: none"> <li>Improves student academic achievement or attainment</li> <li>Is implemented for all students in the school</li> <li>Addresses in a comprehensive and coordinated manner:             <ul style="list-style-type: none"> <li>improvement in school leadership</li> <li>improvement in teaching and learning in academic content areas</li> <li>professional learning for educators</li> <li>student non-academic supports</li> </ul> </li> </ul> <p>In doing so, the LEA/campus will implement the following:</p> <ol style="list-style-type: none"> <li>Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</li> </ol>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

2. Provide a rigorous course of study that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. In doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
  - (A) Data to identify the population at risk of dropping out of school;
  - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
  - (C) Early College brochures in all languages relevant to the school community;
  - (D) Written communication plan for relevant target audiences: parents, community members, school board.

**Adapted from Texas Early College High School Blueprint, Benchmark 1**

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
  - (A) Partnership between the school district and an institute of higher education (IHE) that:
    - i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
    - ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
    - iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
    - iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
  - (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

**Adapted from Texas Early College High School Blueprint, Benchmark 2.**

7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

**Adapted from Texas Early College High School Blueprint, Benchmark 3.**

8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.
9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
  - (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

- (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

**Adapted from Texas Early College High School Blueprint, Benchmark 4.**

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

**Adapted from Texas Early College High School Blueprint, Benchmark 5.**

11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
- (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
- (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
- (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

**Adapted from Texas Early College High School Blueprint, Benchmark 6.**

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- Texas Education Code [§29.908](#)
- Texas Administrative Code [§4.161](#)
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements:

- 9.
1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.
  2. Offer full-day kindergarten.
  3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

- (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
  - (B) High-quality professional development for all staff;
  - (C) A child-to-instructional staff ratio of no more than 10 to 1;
  - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
  - (E) A full-day program;
  - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
  - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
  - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
  - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
  - (J) Program evaluation to ensure continuous improvement;
  - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
  - (L) Evidence-based health and safety standards.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
  5. Replace the principal who led the school prior to the commencement of the early learning model.
  6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
    - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
    - (B) Are designed and developed with teacher and principal involvement;
  7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
  8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
  9. Use data to identify and implement an instructional program that is:
    - (A) Research-based;
    - (B) Developmentally appropriate;
    - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
    - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
  10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
  11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    - (A) Aligned with the school's comprehensive instructional program
    - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
  12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
  13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
  14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10. The LEA/campus provides assurance that if it selects to implement the **Turnaround Model**, the campus will meet all of the following federal requirements:

#### For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
  - (A) Screen all existing staff and rehire no more than 50 percent; and
  - (B) Select new staff
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
  - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
  - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
  - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform Model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
  - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: <http://www2.ed.gov/programs/sif/sifevidencebased/index.html>  
These approved models are supported by:
  - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
  - (B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome.
  - (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.

11.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

	<p>5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner:</p> <ul style="list-style-type: none"> <li>(A) School leadership</li> <li>(B) Teaching and learning in at least one full academic content area</li> <li>(C) Non-academic supports for students</li> <li>(D) Family and community engagement</li> </ul>
12.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Restart Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</li> <li>2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by: <ul style="list-style-type: none"> <li>(A) significant improvement in academic achievement</li> <li>(B) success in closing achievement gaps either within a school or relative to other public schools</li> <li>(C) High school graduation rates</li> <li>(D) No significant compliance issues in the areas of civil rights, financial management and student safety.</li> </ul> </li> <li>3. Enroll, within the grades it serves, any former student who wishes to attend the school.</li> </ol> <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Closure Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</li> </ol> <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <b>rural LEA applicant</b> may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan.</p> <p>Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here:  <a href="http://www2.ed.gov/programs/reaprlisp/eligible14/index.html">http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</a></p>
15.	<p>The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.</p>
16.	<p>The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.</p>
17.	<p>The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.</p>

For TEA Use Only	
<p>Changes on this page have been confirmed with:</p> <p>_____</p> <p>Via telephone/fax/email (circle as appropriate)</p>	<p>On this date:</p> <p>_____</p> <p>By TEA staff person:</p> <p>_____</p>

18.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
19.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

**Revised Annual Budget Breakdown**

Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	4-Year Total Budget Request
\$	\$	\$	\$	\$

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Vision and focus for school reform: La Villa ISD, located in La Villa, TX is a small rural town with a community that supports education. For the past two years, the school community has been actively focused on the school improvement efforts provided through the TX Education Agency "Focus and Priority Schools Grant" at Jose Bernabe Munoz Elementary (JBME) which was identified as a Focus School in 2014. LVISD has a new Superintendent who previously worked at a large urban school district in San Antonio, Dr. Jose Cervantes, who is an exceptional and proven district leader in the area of school improvement and organizational leadership. LVISD has the leadership capacity and experience to support transitioning JBME out of the school improvement process. In July 2016, the school replaced the former school leadership with a new administrator who has a strong background in curriculum and instruction. Under the new leadership, JBME is positioned and ready to take the next step in the school improvement process with the implementation of the TTIPS grant program and with a new vision and focus for school reform which is stated in the district's Mission Statement: *"We will be a committed school community where all stakeholders cultivate innovation in the hearts and minds of all La Villa ISD students-The Empowered Life-long Learners"*.

Sense of urgent need of for change: JBME is the elementary campus that provides the foundation for future academic success for the middle and then high school years. LVISD has a total of three schools: Jose B. Munoz Elementary, La Villa Middle School, and La Villa Early College High School. There is a sense of urgency as the academic success of students at JBME directly determines the success of the students as they transition to middle school and the high school campuses. The Comprehensive Needs Assessment has revealed the severity of the teacher turnover rate at JBME. Teacher turnover rate at La Villa ISD is 37.3% which is more than a third of the annual teaching staff turnover annually as compared to McAllen ISD with a teacher turnover rate of 17.5%. Research states "The results indicate that students in grade-levels with higher turnover score lower in both ELA and math and that this effect is particularly strong in schools with more low-performing and black students." (How teacher turnover harms student achievement (with Matthew Ronfeldt, and James Wyckoff). American Educational Research Journal, 50(1), pp. 4-36, 2013.)

High expectations for results: LVISD demonstrated the expectation of "High Expectations for Results" by placing a new principal at the school for the 2016-17 school year who has a strong background in curriculum and instruction and who will hold teachers accountable for student achievement.

Operational flexibilities that will be afforded the campus in a reform effort: LVISD will support the school reform effort at JBME with flexible start and end times, extended school days, weekend and summer sessions, ability to provide financial incentives for effective teacher performance, provide stipends to retain teachers, and flexible use of curriculum to fulfill school reform strategies.

Organizational structures and capacity and resources; communication structures: To achieve system transformation, the school reform process begins with JB Munoz Elementary. The organizational structures are currently in place to ensure the success of this grant initiative: effective communication resources, leadership capacity at the district level, committed school board and community, support for the selected Transformation school reform model, access to district Purchasing and Human Resources departments, partnerships with external service providers, and technology resources. In addition, LVISD has previous school reform experience when transitioning La Villa High School to La Villa Early College High School.

Communication structures: JBME employs the regular communication formats such as email, text messages, paper flyers, mail outs, phone calls, school marquee and website. Being located in a rural area, word of mouth and the support of the community act as an additional line of communication to support the school reform activities throughout the year.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The LVISD and JBME school community voted and agreed upon the use of the Transformation Model which builds upon the current school improvement activities to ensure a seamless transition for staff and students. Transformation at JBME begun two years ago when identified as a Focus School. Since then, the principal has been replaced and the Site Based Decision Committee (SBDC) continues to view teacher quality as a priority to ensure the academic success of students as stated in the annual Comprehensive Needs Assessment and Campus Improvement Plan. The annual teacher turnover rate, which is currently 37.3%, has led to the urgent need to recruit and retain the best teachers as demonstrated in the academic performance of students at JBME:

<b>Chart #1- TX Education Agency 2016 Index 1: Student Achievement Data Table for JB Munoz Elementary</b>		
<b>STAAR Subject Test</b>	<b>% Met Standard-All Students</b>	<b>% Met Standard-ELL Students</b>
Reading	59%	32%
Math	69%	61%
Writing	55%	71%
Science	42%	8%

The English Language Learners comprise 31% of students at JBME. As demonstrated in Chart #1 above, there is a need to focus professional development and academic support resources to address the academic achievement for English Language Learners. LVISD provides professional development for teachers throughout the year to address the academic needs of students. Since the teacher turnover rate is at 37.3% annually, the challenge for continued growth and improvement is ongoing. Therefore, the Transformation Model for this grant will primarily focus on retaining teachers by offering qualifying teachers a \$10,000 annual stipend for meeting annual performance measures, opportunities to take university graduate level course work that can be counted towards a Master's degree, comprehensive professional development via mentoring and coaching, and Professional Learning Communities.

Below is an overview of the JBME Transformation Model Plan:

1. Recruitment, development, and active engagement of the School Reform committee
2. Recruitment and retention of highly qualified teaching staff with \$10,000 financial incentive for teachers who return every school year and who meet performance measures for instruction and professional development.
3. Implementation of the Empowered Parents program to build school reform leadership capacity in parents and community members.
4. Partnerships with external service providers to provide high quality research based mentoring, coaching, and professional development in a trainer of trainer format to develop leadership capacity within the campus for teachers and school leadership.
5. Participation in high quality research based professional development conferences aligned with effective school reform and improving content area instruction strategies.
6. Opportunities for teachers and administrators to take graduate level course work in Reading/ELA, Curriculum and Instruction, Mathematics, and Leadership outside of school day and hours to minimize the need for substitutes.
7. Partnership with university or college to provide school improvement services.
8. Implement enhanced, extended day learning, academic support sessions, based on scientifically based research practices: before school, after school, summer academies, and extra-curricular academic clubs.
9. Early start/extended school days as well as Saturday sessions.

The Transformation Model has the full support of the community and all stakeholders. Therefore, the school reform process at JBME has the necessary infrastructure and established partnerships to ensure the success of the grant and school reform efforts.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 108914 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations Fund code: 276

**Budget Summary**

Schedule #	Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	\$52,870	\$	\$267,146	\$	\$270,046	\$	\$273,146	\$	\$863,208
Schedule #8	Professional and Contracted Services (6200)	6200	\$10,000	\$	\$55,000	\$	\$55,000	\$	\$55,000	\$	\$175,000
Schedule #9	Supplies and Materials (6300)	6300	\$23,100	\$	\$12,500	\$	\$11,500	\$	\$10,500	\$	\$57,600
Schedule #10	Other Operating Costs (6400)	6400	\$6,000	\$	\$6,000	\$	\$6,000	\$	\$6,000	\$	\$24,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0	\$	\$0	\$	\$0	\$	\$0
Consolidate Administrative Funds <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No											
Total direct costs:			\$91,970	\$	\$340,646	\$	\$342,546	\$	\$344,646	\$	\$1,119,808
Percentage% indirect costs (see note):			N/A	\$	N/A	\$	N/A	\$	N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$91,970	\$	\$340,646	\$	\$342,546	\$	\$344,646	\$	\$1,119,808

**Administrative Cost Calculation**

Enter the total grant amount requested:

\$1,119,808

Percentage limit on administrative costs established for the program (5%):

× .05

Multiply and round down to the nearest whole dollar. Enter the result.

\$55,990

This is the maximum amount allowable for administrative costs, including indirect costs:

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

**NOTE:**

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



Schedule #7—Payroll Costs (6100)								
County-district number or vendor ID: 108914			Amendment # (for amendments only):					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional								
1	Teacher	0	0	\$0	\$0	\$0	\$0	\$0
2	Educational aide	0	0	\$0	\$0	\$0	\$0	\$0
3	Tutor	0	0	\$0	\$0	\$0	\$0	\$0
Program Management and Administration								
4	Director of School Improvement (DCSI)	0	1	\$18950	\$38900	\$39800	\$40800	\$138,450
5	Campus Instruction Facilitator	0	1	\$18950	\$38900	\$39800	\$40800	\$138,450
6	Title	0	0	\$0	\$0	\$0	\$0	\$0
Auxiliary								
7	Title	0	0	\$0	\$0	\$0	\$0	\$0
8	Title	0	0	\$0	\$0	\$0	\$0	\$0
9	Title	0	0	\$0	\$0	\$0	\$0	\$0
Other Employee Positions								
10	Title			\$	\$	\$	\$	\$
11	Title			\$	\$	\$	\$	\$
12	Title			\$	\$	\$	\$	\$
13	Subtotal employee costs:			\$	\$	\$	\$	\$
Substitute, Extra-Duty Pay, Benefits Costs								
14	6112	Substitute pay		\$3520	\$3620	\$3720	\$3820	\$14,680
15	6119	Professional staff extra-duty pay		\$7500	\$15000	\$15000	\$15000	\$52,500
16	6121	Support staff extra-duty pay		\$0	\$0	\$0	\$0	\$0
17	6140	Employee benefits		\$3,950	\$20,726	\$21,726	\$22,726	\$69,128
18	61XX	Employee stipends						
		Specify amounts and criteria to earn stipend: Criteria will be established by the School Reform committed but include meeting student performance measures and professional development goals-\$10000/teacher	\$0	\$150,000	\$150,000	\$150,000	\$450,000	
19	Subtotal substitute, extra-duty, benefits costs			\$14,970	\$189,346	\$190,446	\$191,546	\$586,308
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$52,870	\$267,146	\$270,046	\$273,146	\$863,208

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)						
County-district number or vendor ID: 108914		Amendment # (for amendments only):				
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.						
Professional and Contracted Services Requiring Specific Approval						
Expense Item Description		Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land					
	Specify purpose:	\$0	\$0	\$0	\$0	\$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0	\$0	\$0	\$0
Professional and Contracted Services						
#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	Reading/ELA Consultant	\$2,000	\$10,000	\$10,000	\$10,000	\$32,000
2	Math/Science Consultant	\$2,000	\$10,000	\$10,000	\$10,000	\$32,000
3	University/College Partnership	\$2,000	\$10,000	\$10,000	\$10,000	\$32,000
4	School Transformation Consultant	\$2,000	\$10,000	\$10,000	\$10,000	\$32,000
5	ESC Services	2,000	\$5,000	\$5,000	\$5,000	\$17,000
6	External evaluator	0	\$10,000	\$10,000	\$10,000	\$30,000
7		\$	\$	\$	\$	\$
8		\$	\$	\$	\$	\$
9		\$	\$	\$	\$	\$
10		\$	\$	\$	\$	\$
11		\$	\$	\$	\$	\$
12		\$	\$	\$	\$	\$
13		\$	\$	\$	\$	\$
14		\$	\$	\$	\$	\$
b. Subtotal of professional and contracted services:		\$10,000	\$55,000	\$55,000	\$55,000	\$175,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0	\$0	\$0	\$0
(Sum of lines a, b, and c) Grand total		\$10,000	\$55,000	\$55,000	\$55,000	\$175,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)										
County-District Number or Vendor ID: 108914		Amendment number (for amendments only):								
Supplies and Materials Requiring Specific Approval										
Expense Item Description										
Technology Hardware- not capitalized		Purpose		Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
#	Type									
63XX	1	Desktop/laptop	Program administration	1	2100	2,100	0	0	0	2,100
	2	Printer	Program administration	1	1000	1,000	0	0	0	1,000
	3	Server	Program administration	1	3000	3,000	0	0	0	3,000
	4									
	5									
63XX	Technology Software- not capitalized									
	Specify type/purpose:									
63XX	Textbooks/Curricular Materials									
	Specify type/ purpose: Academic support									
63XX	Supplies and materials to be used as student incentives									
	Specify type/ purpose:									
Supplies and Materials that do not Require Specific Approval										
6300	Supplies and materials that do not require specific approval:		\$2,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$29,000
Grand total:			\$23,100	\$12,500	\$11,500	\$10,500	\$57,600			

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)						
County-District Number or Vendor ID: 108914		Amendment number (for amendments only):				
	Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$	\$	\$	\$	\$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$	\$	\$	\$	\$
6412/6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$	\$	\$	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$	\$	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$	\$	\$	\$
6411/6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$	\$	\$	\$	\$
64XX	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$
	Specify name and purpose of council:					
	Specify types of costs:					
6495	Cost of membership in civic or community organizations	\$	\$	\$	\$	\$
	Specify name and purpose of organization:					
	Specify purpose of membership:					
Subtotal other operating costs requiring specific approval:		\$	\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$6000	\$6000	\$6000	\$6000	\$24,000
Grand total:		\$6,000	\$6,000	\$6,000	\$6,000	\$24,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)								
County-District Number or Vendor ID: 108914				Amendment number (for amendments only):				
#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6669—Library Books and Media (capitalized and controlled by library)								
1		N/A	N/A	\$	\$	\$	\$	\$
66XX—Computing Devices, capitalized								
2			\$	\$	\$	\$	\$	\$
3			\$	\$	\$	\$	\$	\$
4			\$	\$	\$	\$	\$	\$
5			\$	\$	\$	\$	\$	\$
6			\$	\$	\$	\$	\$	\$
7			\$	\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$	\$
66XX—Software, capitalized								
9			\$	\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$	\$
12			\$	\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles								
14			\$	\$	\$	\$	\$	\$
15			\$	\$	\$	\$	\$	\$
16			\$	\$	\$	\$	\$	\$
17			\$	\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$	\$
19			\$	\$	\$	\$	\$	\$
20			\$	\$	\$	\$	\$	\$
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)								
21				\$	\$	\$	\$	\$
Grand total:				\$0	\$0	\$0	\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Part 1: Student Demographics- Data.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total student enrollment	322		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	321	99.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	299	92.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	101	31.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	14	4.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	5		2015-16 PEIMS report
Disciplinary placements in In-School Suspension	2		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	2		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	1		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425; code #C164
Attendance rate		97.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	137	69%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	137	53%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	0		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	0		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Part 2: Student Demographics- Comments**

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Jose Bernabe Munoz Elementary (JBME) is more than a Pre-K to 5<sup>th</sup> grade elementary school. It is a community of learners comprised of 322 students from a small rural town in an area known as an empowerment zone in La Villa ISD (LVISD) in La Villa, TX. The state defines La Villa ISD as a rural school district and is on the eligibility list for participation in the Rural Education Assistance Program. The total school population lacks ethnic diversity with 100% Hispanic students. JBME has 241 students (74.84%) who are identified as at-risk for failure to meet passing standards on assessments, which is more than half of the entire school population. Additionally 43.79% of the students on the campus are economically disadvantaged living below the poverty threshold for the state of Texas.

<b>Chart #2-La Villa Demographics as compared to the State</b>	
<b>La Villa ISD Poverty Rate</b>	<b>State Poverty Rate</b>
32.4%	17.2%
<b>La Villa Unemployment Rate</b>	<b>State Unemployment Rate</b>
8.2%	4.2%
<b>La Villa Median Income</b>	<b>State Median Income</b>
\$23,380	\$53,035

The total school enrollment makes up 12% of the city's population of 2,600 based on the 2015 Population estimates as of July 1, 2015 on the United States Census bureau website. Residents in La Villa reside in Hidalgo county which has the states 2<sup>nd</sup> highest poverty rate next to Willacy county just five miles north of La Villa. See Chart #2 for La Villa demographics as compared to the State.

Located in the southernmost tip of Texas, La Villa has limited access to literacy or numeracy rich environments. Environmental print such as signs, billboards, etc...are not available for young children to encounter regularly that helps to build their literacy framework for later learning. Due to the poverty rates, most parents cannot afford or readily access books for their children aside from what is provided at the school.

Access to books and information is a challenge for many students and families in the area. The closest public library is in a neighboring town called Elsa, which is 5 miles away and the closest bookstore is 27 miles in McAllen. Access to internet resources is very unreliable as is common in many rural areas similar to La Villa. With the need to prepare students to meet the needs of the 21<sup>st</sup> Century workforce, this places students at a greater disadvantage to gaining the necessary technology and information skills needed to be successfully in college and career.

In addition, the Children At Risk 2016 Texas Elementary School Rankings gives the campus, JBME, a grade of "F". It is ranked 3,776<sup>th</sup> out of 4,183 elementary campuses in Texas. These rankings are based on Student Achievement Indices, a Campus Performance Index, a Growth Index, and a College Readiness Index. [www.childrenatrisk.org](http://www.childrenatrisk.org)

Despite the challenges faced by JBME, there is evidence of strong community support for students in La Villa as demonstrated by the involvement of parents in their children's educational attainment and their willingness to volunteer at the campus.

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Part 3: Staff Demographics- Data**

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	25		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	19	74.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	2.6	3.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1	3.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	3	11.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	19	100%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	7	36.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	5	26.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	5	26.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	2	10.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	28,897		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	38,479		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	43,398		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	48,994		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	58,263		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Bachelor's degree as highest level attained	19	100%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Master's degree as highest level attained	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Doctoral degree as highest level attained	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Part 4: Staff Demographics- Comments**

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The teachers and staff at Jose Bernabe Munoz Elementary (JBME) are passionate about teaching and have a desire to grow and learn to effectively reach and teach students. As a school in a rural community, teacher recruitment/retention is a major factor that hinders progress for students and staff. Teachers' average years of experience with the district is 6.5 years with 36% of the teaching staff having less than five years of teaching experience. Over the years, LVISD and JBME have invested funds and resources to mentor and develop teacher knowledge and skills, but have been competing with larger school districts who offer higher salaries and are closer to where teachers live. The annual loss of human capital, more than a third of teaching staff, is a challenge. Research shows the when one teacher leaves, the cost to the district is approximately 20 percent of the teacher's salary. (Benner, A. D. (2000). The cost of teacher turnover. Austin, TX.: Texas Center for Educational Research.

<http://www.sbec.state.tx.us/SBECOnline/txbess/turnoverrpt.pdf>

Years of Teacher Experience	Chart #3 Salary			
	Campus	Turnover Cost per teacher	District	State
1 to 5	\$38,479.00	\$7,696	\$39,657.00	\$44,540.00
6 to 10	\$43,398.00	\$8,680	\$44,138.00	\$49,127.00
11 to 20	\$48,994.00	\$9,799	\$49,875.00	\$52,640.00
more than 20	\$58,263.00	\$11,652	\$56,636.00	\$49,787.00

**Teacher Recruitment/Retention:** La Villa ISD staff work very hard to recruit highly qualified and experienced teachers to meet the students' academic needs at JBME. While instruction, assessment, progress monitoring, etc... are the primary focus for most teachers, JBME teachers have another challenge to consider before the school day even begins...the length of their daily commute. Most teachers commute from a neighboring town, Harlingen (20 miles away), McAllen (27 miles away), or further due to the fact that there is no housing available for teachers in the community of La Villa. All teachers meet highly qualified requirements, but when the areas in which they live are located in school districts that offer greater teacher salary pay, it is difficult to retain teachers in La Villa. (La Villa average teacher salary \$44,623 and McAllen ISD \$49,714). The larger areas such as Mc Allen are able to attract teachers with Master's degrees. One hundred percent of JBME teachers currently only have a Bachelor's degree whereas McAllen ISD 18.6% of teachers have a Master's degree. Teacher turnover rate at La Villa ISD is 37.3% which is more than a third of the annual teaching staff turnover annually as compared to McAllen ISD with a teacher turnover rate of 17.5%. Research states "The results indicate that students in grade-levels with higher turnover score lower in both ELA and math and that this effect is particularly strong in schools with more low-performing and black students." (How teacher turnover harms student achievement (with Matthew Ronfeldt, and James Wyckoff). American Educational Research Journal, 50(1), pp. 4-36. 2013 )

The 2014-15 STAAR performance for all grades provides evidence of the impact of the teacher turnover rate by the scores in Chart #4. The school and community agree that the priority is to employ and retain highly qualified staff as stated in the Comprehensive Needs Assessment and listed as the #1 Goal in the Campus Improvement Plan.

Chart #4- 2014-15 STAAR Performance-all GradeTAPR	
STAAR Subject Test (all grades)	Percent Met Satisfactory
Reading	62%
Writing	57%
Science	35%

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Part 5: Students to Be Served with Grant Funds.** Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
22	38	39	45	44	48	35								271

**Part 6: Teachers to Be Served with Grant Funds.**

Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1	2	2	3	3	3	1								15

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

**Part 1: Process Description.** Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District Process: A systematic approach to school reform is embedded within the district culture and climate. Campus and district leadership fully support a comprehensive approach to school reform as evidenced at Jose Bernabe Munoz Elementary (JBME) through conducting an annual Program Evaluation, Comprehensive Needs Assessment, and Campus Improvement Plan. Multiple stakeholders are involved in the process which may include members: students, parents, staff, school/district leadership, community, and/or business leaders. At JBME, the community is actively involved in the improvement process and all members are encouraged to actively engage through the many community focused. The district replaced the campus Principal with an individual who has a strong background in curriculum and instruction.

Data Analysis: Data from a variety of student performance and progress indicators has been collected and stored in an online portal for easy access to all members of the committee. Members review data prior to meetings to allow greater depth, creating meaningful dialogue on the analysis of data. Each member is provided with a data template to collect their findings and identify key priorities for the year in the form of a needs assessment.

Campus Process:

Needs Assessment: The needs assessment process is collaborative, engaging, and dialogue based. A review of relevant scientifically based research practices supports the decision making process and helps members to understand the needs and the implications of the data based on the current path of progress. The discussion of school improvement has been an ongoing process beginning with the identification with the campus as a Focus School two years ago. Since then, JBME has been actively engaged in conversations about how to address school reform and improve teacher quality. The Site Based Decision Committee (SBDC), comprised of members from the community, school, and district leadership, meets monthly to discuss and review data and information to make informed decisions about instruction, curriculum, assessment, and professional development. To gather input from parents for this grant, the campus principal led the facilitation of requesting input from parents, staff, and community members. Notification of the meeting included: Letters sent home with students, updated the campus marquee to reflect the upcoming meeting, and sent out a mass text message two days prior to the meeting as a reminder. Additionally, the campus website was updated to reflect information about the meeting as well. A town hall meeting was scheduled afterschool in the evening to accommodate working hours of parents and community members. The next day, to ensure that all stakeholders had an adequate opportunity to provide their input, the campus leadership facilitated additional informal meetings throughout the day at the campus parental involvement center. Parents were given a small presentation, followed by discussion and selection of the school reform model via a survey that the parents completed before leaving the campus that day.

Select the Model, Goals, and Interventions: Members of the SBDC met to review and discuss the results from the data analysis, needs assessment process, and input provided from parents and community members. As determined by the high teacher turnover rate and review of student achievement, it was determined that retaining teachers by providing targeted professional development and financial incentives would be an effective way to address the current needs of the school.

The frequency of meetings and planning timeline The SBDC committee meets monthly for one or two hours depending on the amount of information on the agenda. JBME will seek the input from stakeholders to provide greater community support for the reform efforts. Awareness, motivation, and capacity to make evidence a priority and then effectively integrate it into decision making. In conjunction, meetings included ongoing Program Evaluation to understand the progress and challenges utilizing low-cost randomized controlled programs when rolling out new initiatives, selection of evidence-based initiatives, monitor progress, and require supporting evidence in programmatic budget requests.

School Reform members include: principal, teachers, parents, district leadership, city officials, and community members.

The key activities/strategies that were utilized to facilitate the decision making: A comprehensive review of student data, implementation of instructional strategies, information from walk-through observations, attendance, student discipline, parent surveys, budget expenditure reports, benchmark data, STAAR results, and other information were used to facilitate dialogue for school improvement and informed decision making process.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Part 2: Model Selection and Best-Fit.** Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

- ☒ Transformation  
     ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☐ Early Learning Intervention Model
- ☐ Turnaround  
     ☐ with Rural LEA Flexibility modification
- ☐ Whole-School Reform
- ☐ Restart
- ☐ Closure

**Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

*"Proactive efforts are engaged by district and campus-level staff to establish successful internal communication systems and transparent external communication practices. Communication is focused on a shared and clear vision for continuous improvement which streamlines collaborative efforts toward student success" (Kouzes & Posner, 2007); (Dufour & Marzano, 2011).*

The stakeholders selected the school improvement model that meets the unique needs of the school based on data that was presented to them the Comprehensive Needs Assessment and meetings that were held at the school. As discussed in the Campus Improvement Plan, the committee members agreed that the number one priority is teacher retention and improving teacher quality through professional development and the Transformation Model aligned best with the need. For this grant opportunity, parents and community members were asked to provide their input for selecting a relevant school reform model. Flyers were sent to parents and the community, notice was posted on the campus and district website, a message was sent in a mass text from the campus, along with a message on the school marquee as well. The meetings were held in a town hall fashion with small and more personal meetings held on campus throughout the day for parents that could not attend the evening meeting. Parents met in the parental involvement center, listened to a small presentation in which discussion ensued on the school reform model that would best fit the campus. Presentations were thorough and all stakeholders had input and active participation and open ended discussion forum ensuring that all family and community members were meaningfully engaged in assessing the instruction and specific program gaps that exist in the school and were well informed in selecting the specific school improvement model that best met the unique challenges faced by the children and staff at Jose Bernabe Munoz Elementary School. In selecting the school improvement model all stakeholders came to a consensus that the specific gaps in the teacher preparation and quality of the access to high quality professional development is essential to sustaining academic growth in the classroom.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Part 4: Model Selection-Stakeholder Input.** Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Needs Assessment:** The annual Comprehensive Needs Assessment (CNA) process was utilized as a forum to engage and solicit input from all stakeholders including parents, community members, staff, and campus leadership. The CNA provided a collaborative and comprehensive review of relevant data sources for the following areas: Student Demographics, Curriculum & Instruction, Assessment, Parent and Community Involvement, Technology, School Culture and Climate, and Teacher Quality. Examples of data reviewed includes: student population demographics, accountability-met standard, discipline, Highly Qualified Teacher Reports, school readiness, parent survey, technology survey, attendance, and benchmark results for each grade level and student sub-population groups. As a result, the parents and members involved in the CNA committee, also were asked to provide input into the selection of a transformation model that would best support the needs of the campus as stated in the CNA. The campus principal led the facilitation of requesting input from parents, staff, and community members. Notification of the meeting included: letters sent home with students, updating the campus marquee to reflect the upcoming meeting, and sending out a mass text message two days prior to the meeting as a reminder. Additionally, the campus website was updated to reflect information about the meeting as well. A town hall meeting was scheduled afterschool in the evening to accommodate working hours of parents and community members. The next day, to ensure that all stakeholders had an adequate opportunity to provide their input, the campus leadership facilitated additional informal meetings throughout the day at the campus parental involvement center. Parents were given a small presentation, followed by discussion and selection of the school reform model via a survey that the parents completed before leaving the campus that day.

Campus leadership along with the members of the SBDC, reviewed the survey results to determine the model preferred by staff, parents and community members. The consensus of all stakeholders that the Transformation school reform model would be the best fit for the campus. The district will ensure that student families and the community will be fully vested in the implementation of the selected model by having monthly School Reform meetings in locations convenient to members of the community (local restaurant, church, city hall, etc...) to participate and review the different stages of progress and program implementation. The meetings will be publicized in a timely manner to ensure equal access and opportunity for all to attend: email, flyers, school marquee, website posting, and automated phone calls. At the first meeting, participants will receive a calendar of dates for the year which will also be included in the campus Parent Involvement Policy Handbook. Agendas, meeting minutes, and sign-in sheets will document the meetings accordingly.

**Empowered Parents:** Plans to meaningfully engage families and the community will be based on the needs of the parents. The DCSI will facilitate articulating the needs of parents via online survey and paper-based survey. The purpose of the survey is to identify the types and formats of learning opportunities to support the academic achievement of students as it relates to the reform model. For example, parents who work during the day and weekdays, the parent meetings will be scheduled for times that are friendly to parents' work schedules such as evening/weekend classes. The purpose of the meetings will be to help families learn strategies to work with their child to ensure their academic success in school. To eliminate barriers and obstacles, all parent meetings will be held in both English and Spanish, written/print materials will be in English and Spanish, and childcare will be available if needed. The DCSI/Campus Instruction Facilitator will schedule, prepare, and facilitate the parent meetings. Examples of parent meeting topics may include but are not limited to (depending on the needs assessment responses from parents):

1. Effective Parent/Teacher Conferences
2. Understanding the School Reform model for TTIPS
3. Understanding Assessment Data
4. Parenting Skills in Reading To Your Children – to include free books for participants
5. Homework Help – A Parent's Guide – resources to be provided for participants

The Empowered Parent Meetings will focus on one or more of the topics above while also designating time for parents and community members to learn about the progress of the TTIPS school reform model.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Part 1: Staff Role and Qualifications.** List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	<ul style="list-style-type: none"> <li>Provide leadership throughout the school improvement process; school board and community; TX Accountability Intervention System (TAIS) process; Facilitate School Reform and Empowered Parents Meetings and trainings; manage and monitor external providers, data collection and analysis</li> </ul>	<ul style="list-style-type: none"> <li>Master's degree in Education or related field (preferably Administration)</li> <li>Previous school/district leadership experience (minimum three years)</li> <li>Certification: Teaching and Principal or Mid-Management</li> <li>Completed AEL and T-TESS training</li> </ul>
2.	Principal	<ul style="list-style-type: none"> <li>Meet regularly with DCSI and Campus Instruction Facilitator to monitor the grant's effectiveness</li> <li>Member of the SBDC and School Reform committees</li> <li>Provide instructional leadership and guidance throughout implementation</li> </ul>	<ul style="list-style-type: none"> <li>Master's degree in Educational Administration;</li> <li>Previous school/district leadership experience (minimum three years)</li> <li>Certification: Teaching and Principal or Mid-Management</li> <li>Completed AEL and T-TESS training</li> </ul>
3.	Campus Instruction Facilitator	<ul style="list-style-type: none"> <li>Work directly with teachers to implement campus based professional development,</li> <li>Professional Learning Communities, ongoing instructional mentoring/coaching</li> <li>Facilitate parent involvement meetings and training</li> </ul>	<ul style="list-style-type: none"> <li>Master's degree in Education preferred concentration in curriculum.</li> <li>Must have experience as a teacher at the elementary level for at least 5 years.</li> <li>Completed AEL and T-TESS training</li> </ul>
4.	Teacher	<ul style="list-style-type: none"> <li>Implement curriculum and instruction</li> <li>Collect and analyze student data</li> <li>Attend professional development</li> <li>Provide academic support sessions to struggling students</li> </ul>	<ul style="list-style-type: none"> <li>Bachelor's degree in Elementary Education or minimum of a Bachelor's degree for Alternative Certified teachers</li> <li>Valid Texas Teaching Certificate in the area of assignment or grade level</li> </ul>
5.			
6.			
7.			
9.			

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Part 2: External Provider Role and Qualifications.** List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Reading/ELA Consultant	<ul style="list-style-type: none"> <li>Deliver professional development to teachers and leadership on scientifically research based instructional strategies proven, coaching and mentoring to teachers and leadership</li> <li>Build leadership capacity with trainer of trainer model</li> </ul>	<ul style="list-style-type: none"> <li>Master's degree in Educational Administration, Reading/ELA, or Curriculum and Instruction ;</li> <li>Previous school/district leadership experience (minimum three years)</li> <li>Certification: Teaching, Reading/ ELA, Principal or Mid-Management</li> <li>AEL and T-TESS training</li> </ul>
2.	Math/Science Consultant	<ul style="list-style-type: none"> <li>Deliver professional development to teachers and leadership on scientifically research based instructional strategies proven, coaching and mentoring to teachers and leadership</li> <li>Build leadership capacity with trainer of trainer model</li> </ul>	<ul style="list-style-type: none"> <li>Master's degree in Educational Administration, Mathematics, or Curriculum and Instruction ;</li> <li>Previous school/district leadership experience (minimum three years)</li> <li>Certification: Teaching, Mathematics, Principal or Mid-Management</li> <li>AEL and T-TESS training</li> </ul>
3.	University Partnership	<ul style="list-style-type: none"> <li>On-site professional development to teachers and leadership on scientifically research based instructional strategies proven to increase student academic achievement</li> <li>Coaching and mentoring teachers and leadership</li> <li>Graduate courses: School Leadership, Master Reading Teacher, Master's in Curriculum &amp; Instruction</li> </ul>	<p>Accredited university with graduate level programs in the area related to education with the purpose to improve teacher and school leader quality.</p> <p>Preference to university or colleges located in Texas.</p> <p>Provide options for online, face-to-face, and blended learning environments for course delivery.</p>
4.	External Evaluator for Grant Program	<ul style="list-style-type: none"> <li>Collect, disaggregate, manage, and analyze data and reports</li> <li>Develop user-friendly reports that assist school staff, leadership, and community</li> </ul>	<ul style="list-style-type: none"> <li>Degree: PhD or EdD</li> <li>Minimum three years in Research and Evaluation</li> <li>Demonstrated experience working with large quantitative and qualitative datasets, and working knowledge of quantitative and qualitative analysis methods and software (i.e., SPSS, SAS, Atlasti. etc.)</li> </ul>
5.			
6.			

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

*"The organizational structure has clearly delineated roles and responsibilities for personnel that focus on teaching and learning, accountability, and impact on student achievement. District and campus leaders eliminate barriers to improvement, redefine staff roles and responsibilities as necessary, and empower staff to be responsive in support of improvement" (Dufour & Marzano, 2011); (Bottoms & Schmidt-Davis, 2010); (Fullan, 2010); (Honig, Copeland, Rainey, Lorton, & Newton, 2010).*

La Villa ISD has experience with school improvement and school reform similar to that called for in this grant. The district recently went through the transformation process when transitioning La Villa High School to become La Villa Early College High School. This process has established pathways in the district to support the school transformation process at JBME. Pathways include variations from normal teacher recruitment and hiring, developed partnerships with universities and colleges, redesign of professional development and curriculum, process for data review and analysis, identification of key stakeholders who have participated previously on school reform committee, those key stakeholders have experience to launch the school reform process at JBME, a heart and commitment to school reform to serve on decision making committee, and district leadership has benefited from services provided by school improvement service providers and are prepared to assist with the Transformation Model process.

The district will hire a full-time administrative position to serve half as the District Coordinator of School Improvement (DCSI) and half in the role as a Campus Instruction Facilitator to provide additional administrative support for the success of the school reform process. Below is an outline of the positions that will support the success of the grant and ensure the capacity to meet the grant's outcomes.

Superintendent: provide district level leadership support and guidance, work with school board to open up pathways for teacher recruitment and hiring, financial support and leadership for budget management, direct and coordinate district resources as needed, create lines of communication and accountability with the community.

Principal: provide campus leadership and guidance as the grant's Project Manager, instructional leadership and project management, budget monitoring, facilitate and serve as a member of the School Reform committee, complete walk-through observations for teaching and learning, review data, frequent progress reports from grant staff, coordinate district resources as needed.

District Coordinator of School Improvement (DCSI): provide leadership and coordinate the school reform process, selection and ongoing monitoring of external service providers, coordinate professional development and Professional Learning Communities, teacher and principal coaching and mentoring, Instructional Rounds, develop demonstration classrooms for effective instruction practice, coordinate college level coursework for teachers, manage and monitor grant budget, complete reports and planning process (TAIS), facilitate Empowered Parents meetings, and review data and facilitate School Reform committee meetings.

Campus Instruction Facilitator: provide campus leadership and support for curriculum and instruction for teachers and the principal, focus on preparing teachers to understand and interpret data results to improve teaching and learning, facilitate program evaluation and needs assessment process, coordinate Empowered Parents meetings, review lesson plans to identify quality of teaching, monitor effectiveness of Professional Learning Communities, attend professional development to train campus teachers and leadership on effective research based practices, mentor new teachers

External Service Providers: provide customized professional development, mentoring, coaching on effective instructional and assessment practices for curriculum and instruction for each of the identified content areas.

University/College Partnership: provide on-site and online graduate level coursework to deepen and strengthen teachers' knowledge of effective instructional practice and content knowledge specific to the subjects they teach

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Part 4: Sustainability.** What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LVISD has taken proactive approach to address the academic needs of students at JBME. The Superintendent and the District Instructional Facilitator have been actively involved with the community to help support the school improvement efforts of JBME through the TEA Focus and Priority Schools Grant. The district administrative support is currently in place to ensure the success of the grant activities. Parents and community members have been involved in supporting the teachers and students at JBME with school improvement strategies. LVISD has worked hard to develop a coordinated and integrated system of school improvement.

The selection of the Transformation model aligns with the current school improvement efforts at JBME. The district is committed to allocating and utilizing additional funding resources to sustain the success of grant initiatives. Below are few examples of sustainability:

The personnel positions paid for with this grant have been minimized to ensure that the district would be able to financially support the positions upon completion of the grant. The DCSI position will be focused on developing leadership capacity within the principal, teachers, and parents to ensure the continued success of the initiatives after the funding expires. The Campus Instruction Facilitator position is aligned with the program purpose and intent for the current formula grant funding from the Title I Part A and Title II Part A funding sources. Therefore, this position would be sustained by these federal funding sources.

The Parent Involvement initiatives are also aligned with and allowable for the Title I Part A and Title III funding which will be used to sustain the Empowered Parents program beyond the grant period.

The purpose of the external providers is to develop teacher and leadership capacity within the school district and at JBME. The cost for these services will diminish over the course of the grant period.

The professional development costs will also be continued through other local, state, and federal sources. Professional development will be ongoing and the creation of professional learning communities will empower the teachers and administrative staff at JBME to continue engaging in meaningful professional development beyond the grant period. Teacher leaders and school leadership will attend trainer of trainer sessions to eliminate the need for additional costs for consulting services and costs attendance at outside professional development for future teachers and staff.

In order to continue the initiatives funded by this grant, the district will leverage existing partnerships developed over grant period and research alternative sources of funding through grants from non-profit organizations. The School Reform committee, comprised of community, county, and city officials, will continue to support La Villa ISD beyond the grant period.

The success of this grant program will be shared with other schools in the ESC Region 1 area. At the end of the grant period, model classrooms will be on display to demonstrate the success for community members and other districts to observe high quality learning in action. The succession will continue for years and will help other districts similar to LVISD in a small rural area near the border of Texas identify effective strategies for their school community.

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Part 1: Establishing Performance Measures.** Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Establishing performance measures starts with referencing information from the Comprehensive Needs Assessment process to determine the baseline performance. The SBDC, the DCSI, and members from the School Reform committee will meet with the Program Evaluator to review and discuss data and assessment reports. After baseline data has been determined, performance measures and expected outcomes will be developed and the Program Evaluator will create a performance rubric to monitor and document the progress of the grant. The rubric will include method for determining student academic success in core content areas at various phases of the grant implementation process.

Qualitative data: parent and community surveys, anecdotal notes and observations of teachers and leadership, walk-through reports, professional development evaluations, and interviews.

Quantitative data: STAAR data, TEA accountability reports, NCLB Compliance Reports, PEIMS and Crystal reports, benchmark data, Eduphoria, sign-in sheets, certificates of attendance at professional development, teacher attendance

Performance measures will be established to provide reasonable and achievable academic gains with clearly defined milestone indicators to ensure improved student achievement in core academic subjects.

**Part 2: Data Collection.** Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The DCSI will be responsible for collecting the data and preparing information for review at School Reform and SBDC meetings. The DCSI will meet regularly with the Principal to review data progress and determine if modifications need to be made based on the data results. The Chart #5 below illustrates the Data Collection process that will be in place for this grant:

Chart #5		
Data	Method	Frequency of Collection/Review
Participation in Professional Development	Sign-in sheets, PD evaluations, certificates of attendance	Monthly
Effectiveness of Professional Development-Teacher Practice Observed Rates at the Targeted Strategy-level	PD evaluations, growth in student academic performance, walk-through observations, interviews, surveys, lesson plans	Monthly
Student participation in interventions	Sign-in sheets, growth in student academic performance	Weekly
Effectiveness of school reform strategies	Benchmark data, growth in student academic performance, STAAR, student attendance	Quarterly, annually
Degree of rigor	Walk-through observations, growth in student academic performance	Weekly
Effectiveness of interventions or instruction	Formative/summative assessments, benchmark, walk-through	Weekly

JBME has the leadership capacity to understand how to address problem areas as they arise. With consistent data collection and frequent review processes in place, the grant will meet intended performance measures and improve student academic achievement to exit out of lowest-performing status.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #15—Project Evaluation (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Part 3: Assessing effectiveness of interventions.** Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The DCSI will use a systematic approach such as hyper-monitoring to effectively manage the academic improvement process from start to finish. As a result, problems that arise will be quickly addressed, managed, and the proper supports will be employed. The Principal, DCSI, and Campus Instruction Facilitator will conduct frequent Instructional Rounds to observe the impact of the interventions in the classroom. Afterwards, the campus leadership will consult with external providers to deliver relevant and meaningful instructional support, coaching, and mentoring in a timely manner. Campus leadership will conference with teachers to provide relevant feedback and guidance on improving instruction, recommendations to strengthen instruction, and identify additional supports that may be needed for students and/or teachers.

The proposed project evaluation plan to assess the effectiveness of program activities and interventions includes both summative and formative components as well as statistical analysis on a monthly basis in order to identify and correct inconsistencies, and gaps on an ongoing basis to ensure fidelity and efficacy of the project. Chart #6 outlines the Interventions that will be assessed, the process and documentation that demonstrates success, and the staff responsible for collecting the data and information for the evaluation process.

**Chart #6**

<b>Intervention</b>	<b>Process</b>	<b>Staff Responsible</b>
Alignment of teaching to learning objective	Professional Learning Communities, coaching and mentoring, curriculum planning and alignment	Teacher, external providers, Campus Instruction Facilitator
Data-driven instruction strategies	Professional Learning Communities, coaching and mentoring, curriculum planning and alignment	Teacher, external providers, Campus Instruction Facilitator
Teacher participation at professional development	Evaluations, lesson plans, walk-through observations, increase in student performance	Teacher, external providers, DSCI/Campus Instruction Facilitator, Principal
Teacher graduate coursework completion	Evaluations, lesson plans, walk-through observations, increase in student performance	Teacher, external providers, DSCI/Campus Instruction Facilitator, Principal
Extended learned and academic support sessions	Evaluations, lesson plans, walk-through observations, increase in student performance, attendance	Teacher, external providers, DSCI/Campus Instruction Facilitator, Principal
Empowered Parent meetings	Evaluations, parent surveys, increase in student performance	DSCI/Campus Instruction Facilitator, parents, community members
Retention incentive	Walk-through observations, coaching and mentoring reports, review of student achievement data	Teacher, DSCI/Campus Instruction Facilitator, Principal

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LVISD has developed a comprehensive procurement process to ensure the selection of high quality external providers follow the guidance as required by new EDGAR. External providers are recruited by means of creating conditions to attract multiple and a variety of applicants including, but not limited to the following: strong rationale for contracting; resources relevant to the needs of the grant; measurable but achievable goals; a understandable process; and appropriate marketing and advertising formats (i.e. newspaper, website, purchasing cooperatives) across the region, state, and nation.

Upon receipt of external provider proposals, LVISD will employ the members of the community and campus Site Based Decision Committee (SBDC) to effectively assess each proposal to include the external provider's qualifications and capacity to accomplish the well-defined, program outcomes and objectives as stated in the scope of work. Procurement will be aligned with the EDGAR requirements in 2 CFR 200. As required by procurement law, the selection committee will work to complete the selection process in a timely manner to procure services that align with the grant timeline for implementation. Staff from the LVISD Purchasing Department will be available to facilitate the process by delegating roles and responsibilities to each member, requiring signing Non-Disclosure and Conflict of Interest forms, and articulating the importance of selecting providers who are able to meet the expectations and outcome objectives of the grant. References will be carefully screened to determine the validity of claims made in each provider's proposal. Upon award, background checks will be required for each selected provider.

Highly qualified proposals will consist of the following components of prospective external providers as demonstrated in their resumes/CV:

1. Preferred PhD or EdD in Education Leadership, School Improvement, Teacher Quality or related area
2. Minimum of ten years experience in working with improving schools, instruction, curriculum, assessment
3. Success in transforming schools similar to JBME
4. School leadership experience
5. Principal, Mid-Management or Superintendent Certification in TX
6. References from previous school districts with school improvement
7. Published materials (peer reviewed journals, research, or books)

Additional review criteria will consist of:

- level of experience and organizational capacity in delivering the work
- history of prior success with consistent strong results in similar projects
- price
- references
- qualifications
- services align with scope of grant goals and objectives

The DCSI will be responsible for meeting with the approved external providers and preparing an orientation to clearly outline roles and responsibilities, review the grant requirements and timelines, invoicing and billing process, tracking time and effort on the project, reporting and data collection requirements, protocol for scheduling professional development and service delivery during and afterschool hours, developing a strategic plan for supporting teachers and students, and identifying progress indicators of success at various intervals of the implementation process. In addition, the DCSI will discuss the consequences for external providers failure to meet the district's expectations and the fulfill grant outcome objectives. The DCSI will observe providers' performance and provide feedback and redirection as needed. Ongoing reports of progress will be shared with the Principal, district leadership, and the SBDC.

The campus leadership will coordinate with the LVISD purchasing department to open a public solicitation, Request for Qualifications, to identify qualified service providers to support the transformation model at JBME. As required by new EDGAR regulations, the district will select approved service providers.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Statutory Requirement 2: External Provider Oversight.** Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Prior to starting, all external providers will be required to submit and pass Criminal Background Check along with review and agree to abiding by FERPA confidentiality requirements. The DCSI and Principal will work together to create a Memorandum of Understanding based on the grant's goals, objectives, and Statutory Requirements and meet with each external provider to discuss and make changes if needed. The School Reform committee will review the final MOU and provide support as needed. During the on-boarding process, external providers will be provided an orientation meeting facilitated by the DCSI and they will be held accountable to helping to achieve the performance measures.

1. Proposed schedule to regularly review external provider performance:

The DCSI will be responsible for managing the external providers and will conduct regularly schedule review of provider performance with a written report. The DCSI will review the report at monthly SBCM and School Reform committee meetings and at weekly campus leadership meetings with the Principal and Campus Instruction Facilitator. External providers will be required to submit weekly reports of progress along with time and effort logs to document services provided.

2. Campus/district personnel responsible for oversight and management of providers: The DCSI will be responsible for the oversight and management of the external providers. The Principal will also provide administrative support as well.

3. Process/instruments used to measure and monitor success of providers: The first step in ensuring external provider fidelity to program quality and success in meeting the goals and objectives of the grant will be to create a Memorandum of Understanding between the external service provider and La Villa ISD. Upon funding, La Villa ISD will meet with the external provider to work on the goals and objectives that include, but are not limited to the following: (1) Assign roles and responsibilities, (2) Schedule ongoing meetings with weekly checkins to assess program progress, (3) Gather baseline data to evaluate effectiveness of program, (4) Make changes accordingly based on analytical metrics gathered from surveys that will include all stakeholder input.

4. Corrective actions or additional supports utilized to improve provider performance: Hypermonitoring of program implementation will be helpful to ensure that services provided by the external providers is on target and aligns with the agreed upon services. The following steps will be taken in the event corrective action is needed:

- Review external service provider performance
- Consultation on the quality and effectiveness of services provided
- Identify barriers and obstacles for external service providers
- Review and discuss observed issues with supporting documentation in a timely manner
- Outline a corrective action plan with a detailed timeline and specific measures of success

5. Criteria/sequence of actions to be taken to remove/replace a low performing provider: The DCSI, Principal, and School Reform committee will meet to discuss criteria and sequence of actions for removal of an external service provider who is not meeting the expectations of the district and the grant. In addition, the LVISD Purchasing Department will discuss and review the provider's contract agreement and provide guidance on the legal requirements of non-renewal or removal of a provider/contractor. The committee will review the provider's contract and MOU and collect documentation to provide justification for the removal or non-renewal.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

4.

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108914	
Amendment # (for amendments only):	
<b>Statutory Requirement 3: Pre-Implementation Year.</b> List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
1.	Completed to Date-Set up Informational meetings, provide an overview of grant programs and services, recruit members of the School Reform committee (parents/community/staff), Program Evaluation/Comprehensive Needs Assessment, Campus Improvement Plan, hired a new Principal, identify teacher leaders, implementing the 2016-17 Focus Grant activities
2.	Feb.–May 2017- Set up Informational meetings, provide an overview of grant programs and services, recruit members of the School Reform committee (parents/community/staff), Program Evaluation/Comprehensive Needs Assessment, Campus Improvement Plan
3.	Feb.-April. 2017-Request for Qualifications: for external providers and evaluator, recruit School Reform committeeds to partipate in selection process,
4.	Feb.-Mar. 2017-Set up grant budget, coordinate with Human Resources to hire for grant positions: Advertise and Hire for the DCSI and Campus Instruction Facilitator Positions
5.	Mar.-May 2017-Program Evaluation and Comprehensive Needs Assessment, review effectiveness of professional development from previous school year, discuss 2017-18 Professional Development Plan and Parent Involvement
6.	May –July 2017-Work with Human Resources and School Reform committee to create a teacher incentive program to retain highly qualified teachers and to also reward teachers who work towards and achieve academic, instructional, and professional development performance measures; discuss and create a plan for additional teacher professional development days
7.	May-July 2017-schedule summer/fall professional development for teachers, administrators, and grant staff with input from School Reform committee examples of topics may include: aligning curriculum to needs of students, data analysis to improve instruction, professional learning communities, working with children from poverty, effective reading/ELA and Math instruction, ASCD conference on instructional school leadership, academic goal setting, Understanding by Design, The Principal Influence: Framework for Developing Leadership Capacity in Principals, Creating Literacy Rich Schools, Framework for Intentional and Target Teaching, Grading Exceptional and Stuggling Learners, Differentiated Instruction, Buidling Teachers' Capacity
8.	July 2017-Create the first ninety-days action plan, discuss with teachers the grant expectations and sign agreements for participation, create common planning time for each grade level, coordinate weekly schedules to allow for professional learning communities (both vertical and within the grade level), coordinate and schedule external provider services
9.	July 2017-School Reform committee reviews District School Board Policies to identify potential barriers to the success of the grant program, make recommendations to school board to revise policies if needed.
10.	June-July 2017-Meet with external evaluator to create an evaluation plan to assess progress of student achievement, instruction, and professional development.
11.	
12.	
13.	
14.	
15.	
16.	

## For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Statutory Requirement 4: Coordinated and Integrated Efforts.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This grant will be coordinated with the Title I School-wide, Title I Part C-Migrant, Title II Part A, Title III, and the State Compensatory Education programs that compliment the efforts of the TTIPS grant. The purpose and intent of these three programs is to increase student academic achievement in core academic subjects. Therefore, there is a perfect alignment with the purpose and intent with the grant.

Title I Part A-School-wide program provides academic support to all students on the campus.

Title I Part C-provides academic support services for Migrant students.

Title II Part A program provides teacher recruitment and retention incentives and access to high quality professional development opportunities in core academic areas.

Title III provides academic support services for English Language Learners.

State Compensatory Education program provides academic support for students who meet established At-Risk Criteria.

Documentation of the coordination of funds will be stated in the District/Campus Improvement Plan and Comprehensive Needs Assessment.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Statutory Requirement 5: Principal Replacement**

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Nancy Benavides

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

July 30, 2016

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Statutory Requirement 6: Rural LEA Flexibility**

Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	<p>As part of the new T-TESS process, data sources for student growth is apart of a multiple-measure evaluation system. Student growth data works together with a formative evaluation process provides a clearly defined process to understanding the impact of teachers' instructional and professional practices: observation data, goal setting, professional development data along with feedback to help inform teachers to understand what was effective, what needs improvement, and strategies to improve instructional progress.</p> <p>Process-based Student Growth: Student Learning Objects and Portfolios Assessment-based Student Groth: District Pre- and Post-Tests</p>
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	<p>The multiple-measure evaluation system for Distinguished level will be based on and aligned with the following Student Learning Objective Rating Rubric:</p> <ul style="list-style-type: none"> <li>• Teacher has crafted a high quality SLO (above level three on the Quality Tool)</li> <li>• Teacher has set student growth goals that reflect high expectations for students</li> <li>• Teacher has consistently monitored student progress, collected data, reflected on his or her pedagogy, and made successful adjustments to strategies, as needed</li> <li>• All or almost all students demonstrated targeted growth</li> <li>• Most students exceeded targeted growth</li> </ul> <p>Professional Development evaluation based on research by Thomas Guskey, 2002, "Professional Development Evaluation Tool" will be used to evaluate the following areas:</p> <ol style="list-style-type: none"> <li>1. Participants' Reactions</li> <li>2. Participants' Learning</li> <li>3. Organization Support &amp; Change</li> <li>4. Participants' Use of New Knowledge and Skills</li> <li>5. Student Learning Outcomes</li> </ol> <p>The School Reform committee will determine the data to determine success.</p>
Describe how the evaluation system was developed with teacher and principal involvement:	<p>The School Reform committee will meet to discuss and agree upon the evaluation system that will be used. Administrators, teachers, along with parents and community members will have a voice in this process. Sign-in sheets and agendas will document the discussion process for the evaluation system.</p>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Statutory Requirement 8: Educator Reward and Removal**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:

The grant staff and campus leadership will frequently monitor the instructional implementation to track the success and accomplishment of performance measures. Teachers will be provided financial incentives for students who have increased student achievement and who have demonstrated fidelity to the school reform model process.

Describe protocols/interventions to support teachers who are struggling to improve professional practice:

The DCSI, principal and external providers will meet regularly with the School Reform committee. Discussions about the progress of the grant implementation will be continually reviewed. Interventions to support teachers who are struggling to improve their professional practice will revolve around a review of a variety of data and research to understand the most effective ways to support teachers. Walk-through data, observations, student academic performance, professional learning communities, and other data will inform the decision making process for the School Reform committee to employ the necessary resources (i.e. external providers, additional professional development, staffing, instructional materials).

Describe the criteria established for educator removal:

The School Reform committee will work collaboratively with Human Resources and school board to develop the criteria that will be used for educator removal. Review of Gurskey's Professional Development Evaluation Tool, T-TESS, and student academic performance information will guide the conversations about the criteria used to determine if educator removal is necessary.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students**

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Statutory Requirement 10: Developing an Early College school-wide strategy**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

N/A

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Statutory Requirement 11: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year.

N/A

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Statutory Requirement 12: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Statutory Requirement 13: High-quality preschool programming**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

N/A

Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program.

N/A

If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Statutory Requirement 14: High-quality preschool programming (continued)**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is:  
research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

N/A

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

N/A

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Statutory Requirement 15: Screening and Selecting Staff**

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:

N/A

Indicate the number of existing staff rehired for work in the turnaround model implementation:

N/A

Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:

N/A

Indicate the number of new staff hired for work in the turnaround model implementation:

N/A

Indicate the start date for the new turnaround implementation staff; including rehires and new hires:

N/A

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Statutory Requirement 16: New Governance Structure/Turnaround Office**

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Statutory Requirement 17: Whole-School Reform Model Developer**

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

N/A

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

N/A

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications.

N/A

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.**

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108914

Amendment # (for amendments only):

**Statutory Requirement 19: Enrollment in higher achieving schools**

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 10814		Amendment # (for amendments only):
<b>TEA Program Requirement 1: Interventions and Resources to meet Model Requirements- IMPROVE THE INSTRUCTIONAL PROGRAM</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>improve the instructional program</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>improve the instructional program</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Improve the Instructional Program</b>	
<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1. Improve student academic performance in Reading/ELA and Math: supplemental academic support sessions	External service providers: instructional and academic mentoring and coaching, professional development; Extra-duty pay: professional development, academic support beyond contracted work days/hours; Academic support materials: curriculum, web-based academic support programs,	
2. Training for parents to support students' academic achievement	Supplies/materials: Parent Involvement activities, supplies to train parents on effective instruction and support activities	
3. Professional development for teachers and school leadership on effective instructional strategies	External service providers: instructional and academic mentoring and coaching, professional development sessions; Extra-duty pay: professional development, professional learning communities; Conference and workshop fees: professional development	
4. Create aligned and relevant formative assessments with standards based instruction and interventions	External service providers: instructional and academic mentoring and coaching; Extra-duty pay: professional development, professional learning communities; Conference and workshop fees: professional development	
5. Campus grant personnel to provide full-time, dedicated support to improve instructional program; manage and monitor external service providers; and facilitate Empowered Parents program	Personnel: DCSI and Campus Instruction Facilitator positions	

## For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108914		Amendment # (for amendments only):
<b>TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase teacher quality</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase teacher quality</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Increase Teacher Quality</b>	
<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1. Create an incentive pay plan to retain high quality teachers and a reward system for performance based evaluation and pay	Supplemental pay: meeting performance measures for student academic success and professional growth indicators	
2. Professional development for teachers and school leadership on effective instructional strategies	Extra-duty pay: professional development, professional learning communities; External service providers: instructional and academic mentoring and coaching, professional development sessions Conference and workshop fees: professional development	
3. Professional Learning Communities: data review and analysis, assess effectiveness of instructional approaches, and formative assessment	Extra-duty pay: professional development, professional learning communities; External service providers: instructional and academic mentoring and coaching, professional development sessions; Personnel: DCSI and Campus Instruction Facilitator positions	
4. Provide opportunities for teachers to take courses toward achieving a Master's degree in Education: Curriculum and Instruction in Mathematics Education, Master Reading Teacher	Conference and workshop/course fees: professional development	
5.		

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:



Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108914		Amendment # (for amendments only):
<b>TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS</b>		
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"><li>List the key interventions the campus will implement to <i>increase leadership effectiveness</i> in order to achieve increased academic performance.</li><li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase leadership effectiveness</i>.</li></ul>		
Use Arial font, no smaller than 10 point.		
Critical Success Factor:	<b>Increase Leadership Effectiveness</b>	
	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Professional development for principal and campus leadership to build leadership instructional capacity	Conference and workshop/course fees: professional development; External service providers: instructional and academic mentoring and coaching, professional development sessions; Personnel: DCSI and Campus Instruction Facilitator positions
2.	Attend Education Leadership program courses at university or college	Conference and workshop/course fees: professional development; External service providers: instructional and academic mentoring and coaching, professional development sessions
3.	Demonstrate the use of a Data Room and meet regularly as a leadership team to review and discuss data to improve program structures and meet performance measures	External service providers: instructional and academic mentoring and coaching, professional development sessions; Conference and workshop/course fees: professional development Personnel: DCSI and Campus Instruction Facilitator positions
4.	Implement Instructional Rounds to monitor instruction weekly	Conference and workshop/course fees: professional development; External service providers: instructional and academic mentoring and coaching, professional development sessions; Personnel: DCSI and Campus Instruction Facilitator positions
5.	Attend School Improvement conferences, seminars, and workshops	Conference and workshop/course fees: professional development, travel costs (hotel and per diem); Personnel: DCSI and Campus Instruction Facilitator positions

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements		
County-district number or vendor ID: 108914		Amendment # (for amendments only):
<b>TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase use of quality data</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase use of quality data</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Increase Use of Quality Data to Inform Instruction</b>	
	<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>
1.	DCSI, Campus Instruction Facilitator, Principal, and teacher leaders: attend and participate in professional development: curriculum alignment, developing formative assessments, analyzing data to improve student achievement	Conference and workshop/course fees: professional development; External service providers: instructional and academic mentoring and coaching, professional development sessions; Extra-duty pay: professional development, professional learning communities
2.	Teachers will develop formative assessments aligned to curriculum and instruction and interventions with the support and guidance of external service providers.	External service providers: instructional and academic mentoring and coaching, professional development sessions; Extra-duty pay: professional development, professional learning communities
3.	Parent/Teacher conferences to discuss the data and how parents can support academic learning.	Supplies and materials for parent training Training: parents to learn how to support their children academically
4.	Professional Learning Communities will meet weekly to review data to inform and improve instruction.	Extra-duty pay: professional development, professional learning communities; Conference and workshop/course fees: professional development
5.		

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 108914		Amendment # (for amendments only):
<b>TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase learning time</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase learning time</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Increase Learning Time</b>	
<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1. Teachers will be required to provide academic support sessions before or after school hours, on Saturdays, and/or during summer session.	Extra-duty pay: academic support sessions; Supplies and materials for academic support sessions Supplies and materials: Curriculum and resources	
2. Develop academic support sessions aligned with needs as determined in data reviews and discussions from Professional Learning Communities.	Extra-duty pay: academic support sessions; Supplies and materials for academic support sessions	
3. Academic readiness and intervention summer program to help students prepare for the start of the school year.	Extra-duty pay: academic support sessions; Supplies and materials for academic support sessions Supplies and materials: Curriculum and resources	
4. Teachers will use weekly common planning to ensure focus is on increasing learning time.	Supplemental pay	
5. DSCI, Campus Instruction Facilitator, and Principal will meet to discuss and review barriers and obstacles teachers face that may minimize learning time and will provide support to ensure ways to increase learning time.	Personnel: DCSI and Campus Instruction Facilitator positions	

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108914		Amendment # (for amendments only):
<b>TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase parent/community engagement</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention for <i>parent/community engagement</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Increase Parent/Community Engagement</b>	
<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1. DCSI and Campus Instruction Facilitator will coordinate and facilitate Empowered Parents and all parent involvement trainings and activities.	Supplies and materials: parent involvement trainings; Personnel: DCSI and Campus Instruction Facilitator positions	
2. Training for parents on ways to increase academic performance for their child, at family friendly, work friendly times (after work hours and/or on weekends), develop leadership capacity in parents to support grant initiatives	Supplies and materials: parent involvement trainings; Personnel: DCSI and Campus Instruction Facilitator positions If needed: costs for parent refreshments, child care, translation services	
3. Invite and recruit parents to participate in the School Reform committee, campus Site Based Decision Committee	Personnel: DCSI and Campus Instruction Facilitator positions	
4. Facilitate parent involvement and input in Program Evaluation, Comprehensive Needs Assessment, and Campus Improvement Planning process	Personnel: DCSI and Campus Instruction Facilitator positions	
5. Increase parent communication: website, email, print materials, letters home, text message, school marquee, banners, flyers	Supplies materials Personnel: DCSI and Campus Instruction Facilitator positions	

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108914		Amendment # (for amendments only):
<b>TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE</b>		
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"><li>List the key interventions the campus will implement to <i>improve school climate</i> in order to achieve increased academic performance.</li><li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>improve school climate</i>.</li></ul>		
Use Arial font, no smaller than 10 point.		
Critical Success Factor:	<b>Improve School Climate</b>	
Planned Intervention		Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Implement academic extra-curricular clubs to support academic learning	Supplies and materials; Extra-duty pay
2.	Develop a fully engaged community and parent school program that values their input, participation, and partnership.	Supplies and materials; Personnel: DCSI and Campus Instruction Facilitator
3.	Safe learning environment through character education program and after school activities.	Supplies and materials; Extra-duty pay
4.	Implement college focused mindset for parents and students to see the connection for college and career readiness: Empowered Parents meetings, training for parents: academic goal setting, graduation planning, homework management, understanding assessments	Supplies and materials
5.		

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 108914

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108914

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108914

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108914

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108914

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108914

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108914

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: